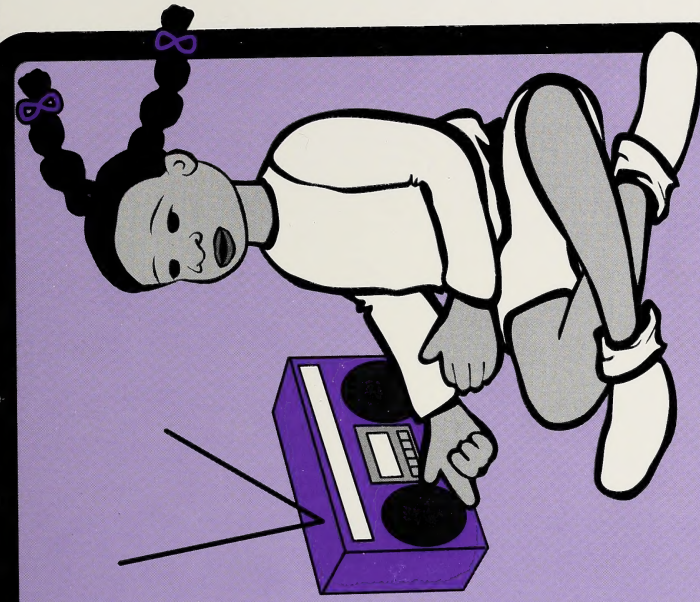
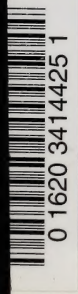




Media Messages

Special Interest Module

Grades 4–6



Learning
Technologies
Branch

Alberta
LEARNING

Special Interest Module

Media Messages

ACKNOWLEDGEMENTS

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Special Interest Module
Media Messages
Mini Module Booklet
Learning Technologies Branch
ISBN 0-7741-1589-0

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



The Learning Technologies Branch has an Internet site that you may find useful. The address is as follows:

<http://ednet.edc.gov.ab.ca/lb>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Welcome to

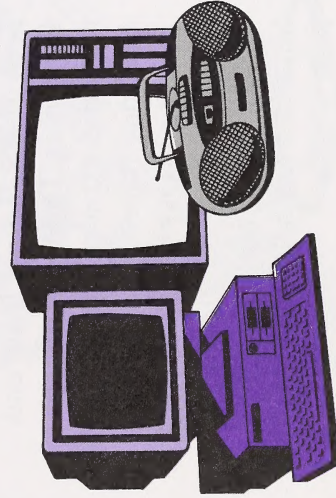
Media Messages

Have you ever heard the saying “This is the age of information”? It means that wherever you go, whatever you do, you’re getting information from all around you.

For example, imagine you’re making a trip to the store to get some milk. You take along your portable radio with headphones. At the checkout counter, you pick up a newspaper or magazine and look through it while you’re waiting. On your way home, you stop to see a friend who’s watching TV.

From the time you leave home until the time you get back, you’ll have received messages from all over the world—without leaving your neighbourhood! Newspapers, magazines, radio, TV, and the Internet are the most popular ways to send messages today. Together they’re called the media.

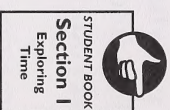
In this module, you’ll take a closer look at the media. You’ll discover how a newspaper gets out the news, how a radio station works, and how a TV picture reaches your living room. Then you’ll either make your own newspaper or produce your own audio or video project. Finally, you’ll take a peek into the future to see what media might be like in 100 years.



Before You Start

In Project Time, you are usually given two project choices; you will choose to do **one** of these. This is your chance to show what you have learned in a way that is fun and creative.

As you work through the module, you will be told to go to your Student Book. You will see the following icon telling you where to go:



This icon will guide you back to this Mini Module Booklet.



So, now that you have everything ready, it's time to start *Media Messages*.

Get Ready

Before you begin working through the module, get your materials ready. You will need the following:

- coloured and lead pencils
- pens
- a ruler
- scissors
- glue
- a three-ring binder
- lined and unlined paper

Put your Student Book and the paper into the three-ring binder. You may need other materials for some of the projects. Be sure to get these materials before you start the project.

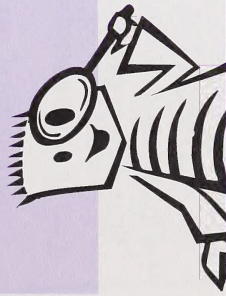
Mini Module Booklet and Student Book

The booklet you are reading now is called the **Mini Module Booklet**. It is divided into nine sections. Each section is divided into two parts: **Discovery Time** and **Project Time**.

In **Discovery Time**, you have the activities **Reading Time** and **Exploring Time**, where you read and explore new ideas. You also may have the activities **Talking It Over** and **Looking at Words**, where you have a chance to discuss what you have just learned and examine new words.

Section 1

Meet the Press!



Section 1: Discovery Time

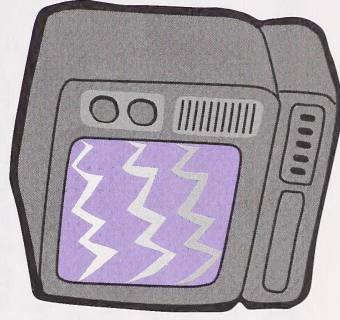
Activities You Will Do

- Find out about media.
- Find information in a newspaper.
- Make a chart of radio programs.
- Take a close look at a TV program.

How do you find out the latest sports score? Where can you check what the weather will be like? What do you do to find out more about a movie?

Newspapers, radio, television, and the Internet provide all this information and more. They affect how you think and what you do.

They also entertain you. Media that bring you news are called **the press**.





Reading Time

How do you think you are affected by newspapers, radio, television, and the Internet? Take a walk through your home to see for yourself. How many newspapers and magazines can you find? Does your family have a television, or maybe more than one? How many radios does your family have? Are you connected to the Internet?

What do you already know about newspapers, radio, television, and the Internet? Probably lots! Chances are you have looked at the comics in a newspaper, listened to music on the radio, watched many TV programs, and surfed the Internet.

Did you ever wonder how television was invented or when the first newspaper was printed? Take some time now to read the fact box **Spreading the News Then and Now**.



Talking It Over

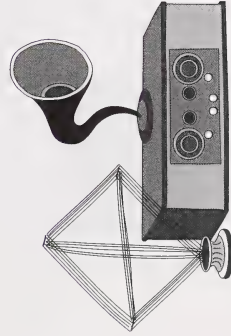
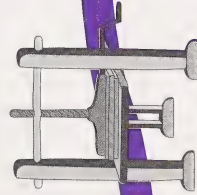
When you have finished reading, discuss the following questions with your home instructor.

1. How many years ago was the first newspaper in North America published?
2. If "penny papers" got their name because they cost a penny, what might you call some newspapers today?
3. Why do you think the first radio was called "the wireless"?
4. Why do you think so many people in Canada have a TV?

SPREADING THE NEWS— THEN AND NOW

The first newspaper was made 1200 years ago in China. It was printed by hand, using wooden blocks. Many years later in Germany, the printing press was used by a man named Johannes Gutenberg. His machine made it possible to print many newspapers at the same time.

The first newspaper in North America was published in 1690—it was very expensive. In the 1800s, “penny papers” were started. For one penny, more people could buy a newspaper.

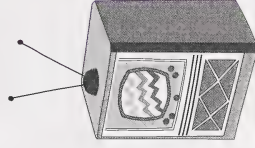


In 1895, Guglielmo Marconi, an Italian, invented a machine that sent radio waves through the air.

This first radio machine was called the “wireless.” Families gathered around to listen to the news, to comedy, and to adventure shows. Radio was very popular.

Around the same time as the radio was being invented, a scientist found a way to send pictures over short distances. It took until 1929—45 years later—before the first real television system was invented.

Television became available to most people in the early 1950s. Today, it is one of the most important ways to communicate. About 98% of Canadian homes have a television set.

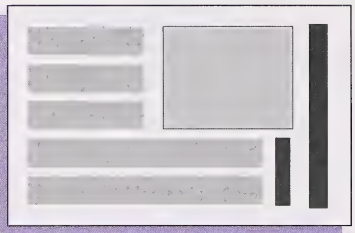




Exploring Time

Now it's time to explore the newspaper, the radio, and the TV.

Explore the Newspaper



Newspapers provide a lot of things beside news! They also include information about the weather, sports,

business, entertainment, and advertising. They often include comics, crossword puzzles, health, and fashion news, too.



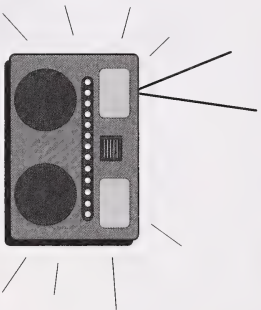
Turn to your Student
Book to play a

newspaper scavenger
hunt with your
newspaper.



Explore the Radio

What do you hear when you turn on the radio—news, weather, a hockey game, or music?



Here's your chance to find out what's on the air in your community! Tune in throughout the day to one of your favourite radio stations to find out.



Turn to your Student Book to fill in a chart about what you listen to on the radio.



Name of Radio Station	
Program Times	Type of Program
7:00 am	News
8:30 am	Commercial
10:30 am	Sports Report
12:15 pm	
3:05 pm	

Explore the Television

Think about a TV show that you enjoy watching. Like radio, TV has many different stations or channels.



Choose a TV channel you enjoy watching.

Turn to your Student Book to answer questions about what you chose to watch on TV.



Meet the Press!



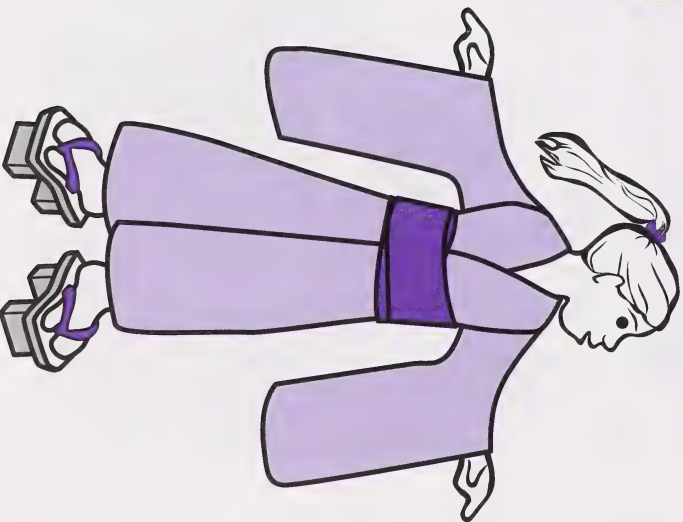
Section 1: Project Time

- Make a newspaper information package.

News from My Country

Subjects: Social Studies/Language Arts

Purpose: to look for information in newspapers



Newspapers show what life is like in a community. They give information about clothing, customs, celebrations, and foods. In your project, use the newspaper to put together an information package for someone in another country.

What would a girl or boy your age like to know about Canada or your community? Find **five** newspaper articles that would explain Canadian life to them. Cut them out and glue them to sheets of paper.

Turn to your Student Book to name the **five** newspaper articles you cut out and tell why you chose them.



STUDENT BOOK
Section 1
Project Time

Section 2

Read All About It!



Section 2: Discovery Time

Activities You Will Do

- Read about the newspaper.
- Learn some newspaper terms.
- Make a reading wheel.
- Plan a front page.



Open up a newspaper and take a closer look inside. You'll meet the people who work at a newspaper office and find out how they get news into print. What is so important about deadlines? You'll find out about that, too.

In this section, you will have your chance to be a **cub reporter**—the newest member of a newspaper team!



Reading Time

It's time to step into the newsroom—where reporters are already hard at work! Read the fact box **What's News?** to find out more.



WHAT'S NEWS?

Newspapers tell you what's happening. They cover **world** news, **national** news (about Canada), and **local** news (about the community).

The people in the newspaper

office work hard to get the news out before it's old news. The **editor** is the boss for the whole newspaper. Other editors—a sports editor or a fashion editor, for example—are in charge of special areas. They make sure there's something to say about each of these subjects in every newspaper.

Finding out what is news is the first step. **Reporters** interview people, do

research, and then write the stories to give to their editors. **Wire services** send the news reports and photographs by satellite to machines in the newspaper's office.

Once the story is written, a **proofreader** checks it over to make sure there are no mistakes. From there, the story goes by computer to a machine that makes special printing plates. These plates end up in the **pressroom**, where workers operate the presses to turn out the finished newspaper. Then you can buy the newspaper "hot off the press!"



Looking at Words

Look at the following list of newspaper words used in the newspaper business. Try to match the words to their definitions. The correct answers are written upside down on this page.

- dummy
- headline
- scoop
- cutline
- dateline
- layout
- byline
- editorial page
- masthead

1. the name of the writer of a news story
2. the news printed by a newspaper before any other newspaper finds out about it
3. a sample newspaper page that shows where the stories, photos, and headlines will be placed
4. the line at the beginning of a news story that explains where the story took place (but not the date)
5. a part of the newspaper that includes an opinion from the editor, letters to the editor, and a cartoon about the news
6. a few lines of information under a picture that explain what it's about (a **caption**)

7. the arrangement of stories and pictures on a newspaper page
8. the title of a news story, usually in large black type
9. the names of all the people who worked on the newspaper

dummy - 3
scoop - 2
editorial page - 5
layout - 7
cutline - 6
byline - 1
headline - 8
dateline - 4
masthead - 9

Turn to your Student Book to do an activity with these newspaper words.





Exploring Time

Now you can be an investigative reporter and an editor, too! First, you'll investigate your family's newspaper-reading habits.

Explore Reading Habits

Be an investigative reporter! What do you and members of your family like to read about in a newspaper?

Turn to your Student Book to record your family's reading habits on a Reading Wheel.



STUDENT BOOK
Section 2
Exploring Time



Try This!

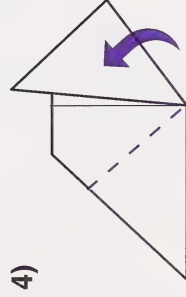
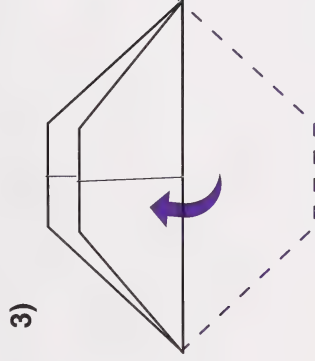
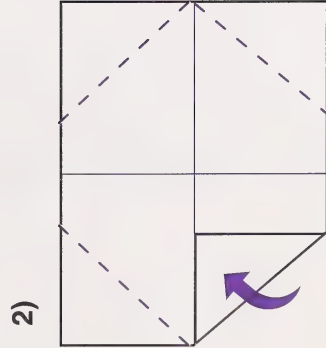
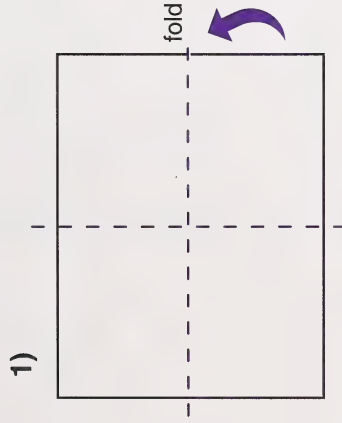
Newspapers aren't just for reading! You can use newspapers to make things, too—bricks, paper cones, paper-mache bracelets, bowls, or figures. Try popping paper!

What You Need

- newspaper

What You Do

1. Fold a sheet of newspaper in half, length-wise and width-wise; then, open it out flat.
2. Fold the corners into the long crease.



3. Fold the bottom edge up to the top edge.
4. Bring the pointed ends up to the centre line, and then fold it in half along the crease (centre line).
5. Hold the very bottom of your popper and lift your arm up in the air. Now, quickly bring it down. POP!





Section 2: Project Time

Choices You Have

- Explore the front page of a newspaper.
- or
- Visit a local newspaper office.

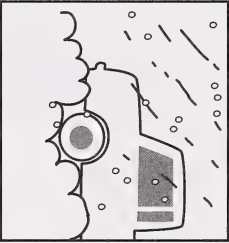
Project Choice 1

Front Page News

Subjects: Language Arts/Social Studies

Purpose: to explore the front page of a newspaper

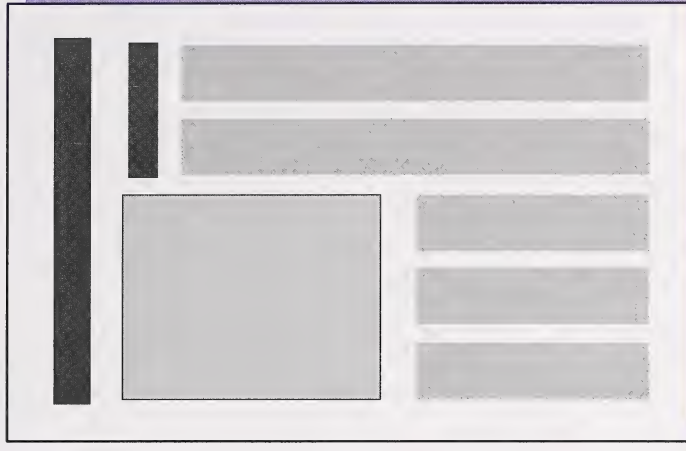
Imagine you're the editor of a daily newspaper. You want to attract new readers to your newspaper. Based on the reading habits you have collected on your Reading Wheel, what types of stories and information would you include?

The Daily Globe	
<u>Calgary</u>	<u>May 28, 1998</u>
Snowstorm Blankets City!	
by Dale Costanzo	
	
Winnipeg	
Gas is going up!	
by Maggie Kernaighan	
Over 20 cm of snow anathra traffic	
Mayor says YES to new park	
by Maurice Verkaar	

Design a front page for a family newspaper. Look through a newspaper and cut out the articles you will use. Remember, the front page is the first page readers will see. Choose photographs and stories that your family said they will want to read.

When you have collected everything you want to include, do a layout. Where will you place the stories and photographs? Look at the front page of a newspaper for design ideas. Leave room for the headlines and cutlines. Give your newspaper a name.

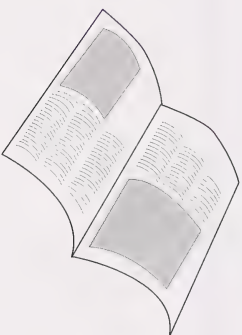
When you're ready, glue everything in place. Put the front page of your newspaper in your Student Book.



Project Choice 2**From News to Newspaper****Subject:** Social Studies**Purpose:** to see how a newspaper is produced

Who works behind the scenes to make newspapers? In this project, you will see how reporters, photographers, editors, and printers work to produce a newspaper.

Phone a newspaper office in your community to ask if you can come to see newspaper people at work. The newspaper office may prefer to take a small group. If they do, ask some friends to come along.



If you can't go on a field trip, look for books about making newspapers. Ask your local librarian to help you find one.

Before your field trip, jot down some questions to ask the newspaper people about how they make a newspaper. Read the **Interviewing Tips** fact box to help you prepare for the interview.

After your field trip or your library search, turn to your Student Book to write **three** interesting things that you found out about making newspapers.



STUDENT BOOK
Section 2
Project
Choice 2

Interviewing Tips

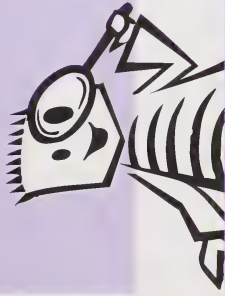
Before you start your interview, think of the questions you will ask. Plan questions that need more than a yes or no answer. Write them down ahead of time on a piece of paper.

Arrange a time to do your interview either by phone or in person. Make sure to bring a pencil and pad of paper or a tape recorder to take notes.

Ask your questions clearly and politely. Thank the person when you are finished.

Section 3

Tune in to Radio



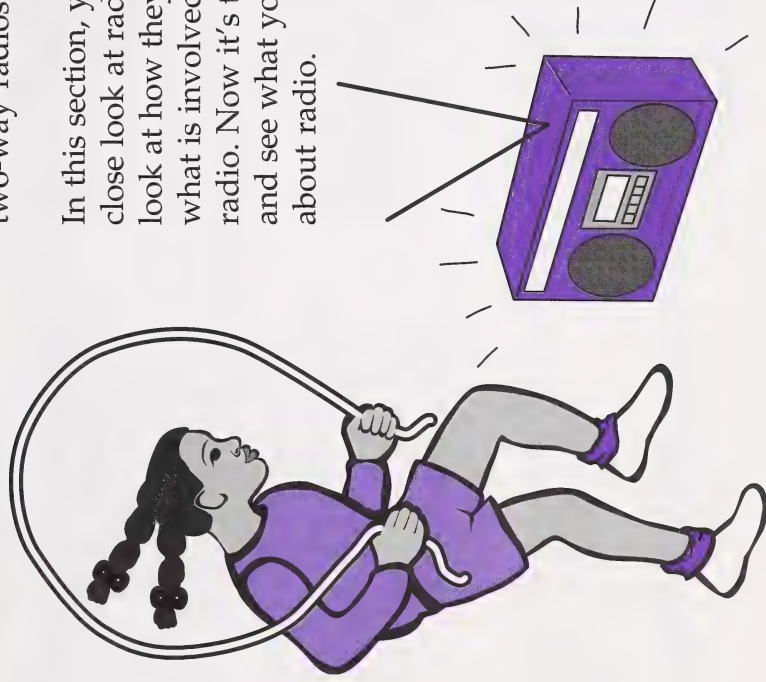
Section 3: Discovery Time

Activities You Will Do

- Read about how radios work.
- Learn some radio terms.
- Make a radio broadcast.

Radios are everywhere. Take a look and you'll see! People listen to the radio in the car, go jogging with a portable radio, wake up to a clock radio, and speak to each other over two-way radios.

In this section, you will take a close look at radios. You will look at how they work and what is involved in the world of radio. Now it's time to tune in and see what you can discover about radio.





Reading Time

Every day, millions of people all over the world listen to the radio.

Some radio stations broadcast mostly *music* (for example, rock, classical, country, and old favourites). Other radio stations broadcast mostly *information* (for example, news, talk shows, sports events). Most radio stations also broadcast *commercials*.

Read the fact box **Radio Waves Through the Air** to find out how radio programs get into your radio at home.



Talking It Over

Discuss the following questions with your home instructor.

1. Why do studios remove outside sounds from their broadcasts?
2. Why do some radio stations play only one kind of music?
3. What are some different kinds of antennae you have seen?
4. What other people besides police might use two-way radios? For what purpose would they use them?



Looking at Words

Here are some radio words used in the world of radio broadcasting:

- announcer
- broadcast
- item
- jingle
- microphone

Turn to your Student Book to guess the meaning of each of these words. Use a dictionary to see how close you came to the correct definition.

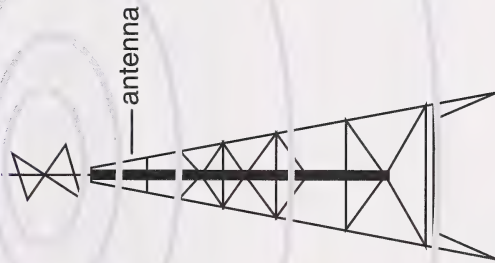


STUDENT BOOK
Section 3
Looking at Words

RADIO WAVES THROUGH THE AIR

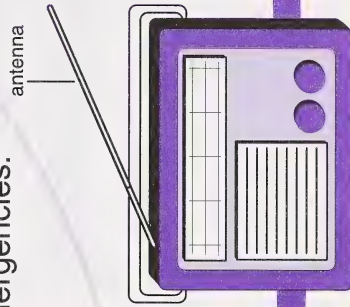
Radio programs are made in a **studio**. The studio is a special room that doesn't let in any outside sounds. In this room, the **disc jockey** (DJ) plays music and talks about it to listeners. **Announcers** read the news and sports reports. Some people come in for interviews to talk about something special.

A **microphone** in the studio picks up all the sounds and changes them into electrical signals. These signals are made into radio waves and sent out into the air through an **antenna**. At home, your radio's antenna picks up the radio waves, turns them into electricity, and sends the sound out through its speakers.



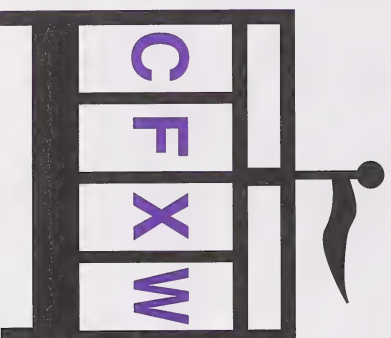
Radio waves are invisible. They can travel hundreds of kilometres.

Radio can also be used for communicating. Police talk to each other with special **two-way radios**. A police officer talks into a hand-held radio, which sends the sounds through the air in radio waves. The waves travel to another police officer's radio and are changed back into sounds that can be heard. Before cellular phones, this was the only way police could talk to each other in emergencies.



Call Letters

The letters used to name a radio station (e.g., CFXW) are called **call letters**. In Canada, the first letter is always C.



Exploring Time

In this section, you can go “on the air” with your own radio show—as a sports reporter, weather reporter, or disc jockey!

Explore Radio Broadcasting

A radio station is a busy place! Different people are responsible for different broadcasting jobs. In this activity, you can try a radio job that you might like to do.

Before you begin

- think up call letters for your radio station
- take out a tape recorder and record your name, the section number, and the activity

Choose **one** of the following radio jobs:

Sports Reporter

Look through the sports section of your newspaper. Pick out an exciting story and read it. Underline the most important words and phrases. Then, turn it into a sports report. Write your report and rehearse it as many times as you need to before you go on air. Make your broadcast capture the excitement of the game!

Weather Reporter

How about being a weather person for a day? Everyone wants to know what the weather’s going to be like. Use the weather forecast in your newspaper to write a short weather report. Rehearse it, then read it into the tape recorder. Add your own special touches.

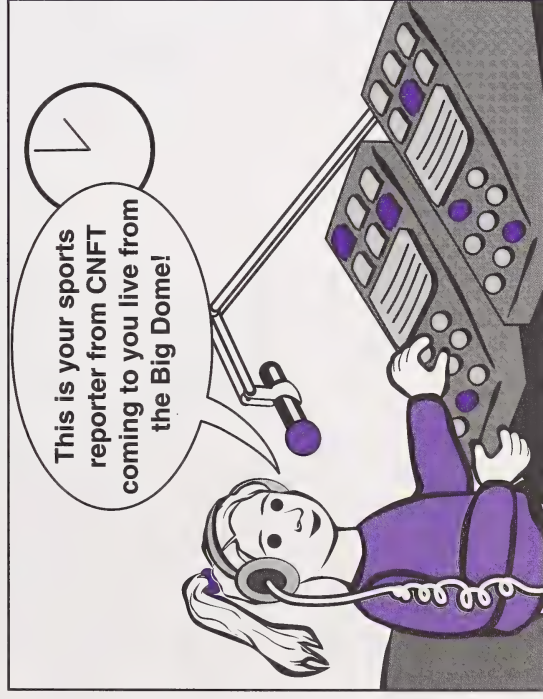
Disc Jockey

Disc jockeys play music they like—as well as music they hope their listeners will like. Decide what type of music your station will play. Pick some songs. Before you record each song, tell your listeners something about it—who's singing it, what's special about it, or what number it is on the hit parade.

When you're finished, listen to your tape recording and make any necessary changes. Put the tape in a safe place. You will send it to your teacher when you have finished Section 9.

Did You Know?

There are over two billion radios in the world. That's about one radio for every three people!



Tune in to Radio



Section 3: Project Time

Choices You Have

- Find out about a radio station or other kinds of radios.
- or
- Experiment with radio waves.

Project Choice 1

Make a Visit!

Subject: Social Studies

Purpose: to learn about radio stations or other kinds of radios

In this section, you will be going on a field trip to meet people who use radio communication every day. To make the most of your trip, you will need to prepare some questions in advance that you want to ask. Bring along a tape recorder or a pad of paper and a pencil to take notes during your interview.

Before your trip, review the **Interviewing Tips** fact box. It will help you prepare for your field trip.

Choose **one** of the following:

1. Visit a radio station.

Find out more about radio broadcasting. Ask your home instructor to contact a local radio station and arrange a visit for you.

2. Visit a ham radio operator.

If there are no radio stations in your area, visit someone who uses another kind of radio. Ask your home instructor to arrange a visit with a ham (amateur) radio operator in your area. Ham radio operators are able to talk to other hams all over the world! Find out how they do this.

3. Visit a fire station or police station.

Many people talk to each other using CB radios. The police, firefighters, ambulance drivers, and taxi drivers all communicate using CBs. Ask your home instructor to arrange a visit to a fire hall, police station, or taxi office. You will find out more about this type of radio there.

After your field trip, turn to your Student Book to write **three** interesting things you have learned about different types of radios or radio stations.



Project Choice 2

Making Waves

Subject: Science

Purpose: to discover more about radio waves

In this section, you found out that radio waves are changed into electrical signals before they can be sent through an antenna as radio waves. In this project, make radio waves right in your own home!

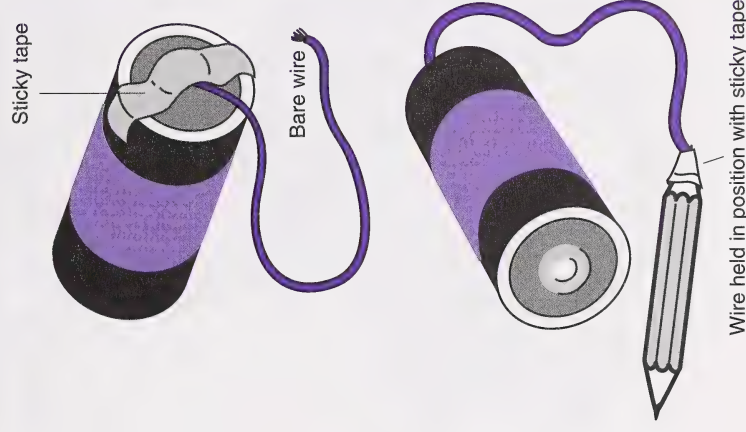
What You Need

- battery (Size D works best.)
- knife
- electrical wire
- tape
- pencil
- radio

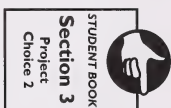
What You Do

1. Cut a piece of electrical wire about 40 cm long. Use a small knife to carefully strip about 2 cm of the plastic off both ends.

Ask a grown-up to help you with Step 1. Don't handle sharp knives by yourself.

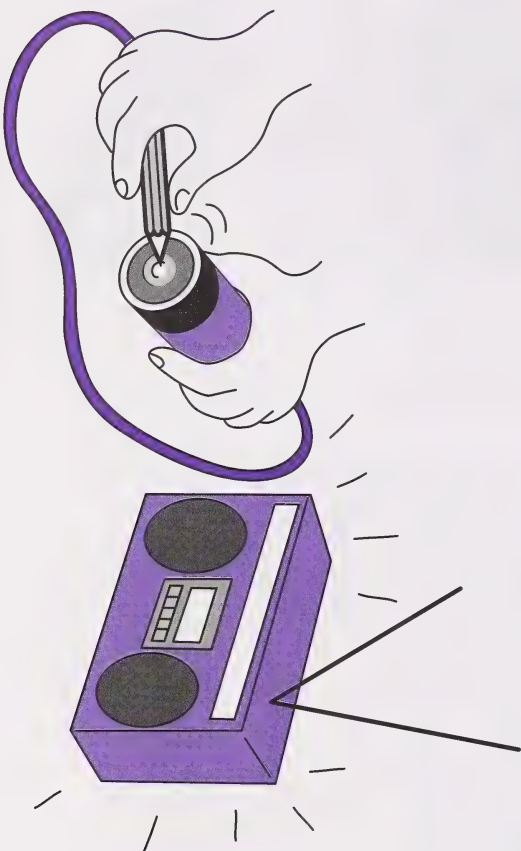


2. Fasten one end of the wire to one end of the battery with tape.
3. Sharpen a pencil at both ends. Twist the other end of the wire around one of the points. Fasten it together with tape.
4. Tune your radio to a place where there is no program. Put the battery and the pencil near it.
5. Tap the unattached pencil point against the unattached end of the battery. Can you hear a click on the radio? Move the pencil and battery around the radio. What do you hear? Move away from the radio. What happens?



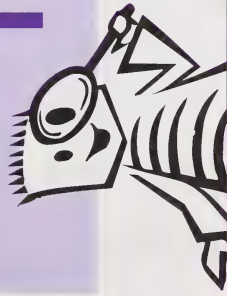
Turn to your Student Book to describe your experiment with radio waves.

If you're interested in how a radio works, ask your local librarian for books on building radios. Read them to find out about the different parts of a radio. Ask your home instructor if you can take an old radio apart. Draw a diagram and label the parts.



Section 4

Zoom in on Television



Section 4: Discovery Time

Activities You Will Do

- Read about TV and TV jobs.
- Find out how TV works.
- Explore TV watching.
- Make a TV-Viewing Log.

Television is different from other media. Unlike newspapers or radio, TV lets you *see* as well as *hear* a program. TV can take you on a dive under the ocean, to a landing on the moon, or to meet your favourite movie star—and you don't even have to leave your home!





Reading Time

Putting together a TV program requires careful planning. Some programs are shown live. Most are recorded in advance and shown at a later time. Advance recording makes sure that everything is just right. Every person who works on a TV program is in charge of a special job.

Read the **Who Does What?** fact box. Decide which TV job most interests you.

Did You Know?

Television is made up of two words. The first, *tele*, is Greek and means *far*. The second word, *vision*, means **to see**. So, television means **to see far**.



Exploring Time

How well do you know your way around TV programs and stations?

Find a TV-program guide or a newspaper listing of TV programs. Then, turn to your Student Book and answer the questions there.



STUDENT BOOK
Section 4
Exploring Time



WHO

DOES

WHAT?

Have you ever noticed the list of names or credits before or after a TV show? It tells you about the people who put the show together. The following are credits you might see:

The **producer** is in charge of everybody else. She or he decides what TV program to make.

The **director** gives directions to the actors.

The **script writer** writes the story. She or he writes the words the actors say.

The **actors** play the parts of the different characters in the script.

The **set designer** creates the scenery, or set, for the show. The set might be made of painted boxes or plastic trees—but it has to look like a real place.

The **costume designer** decides what kinds of clothes the actors will wear. These might be old-fashioned, fancy, or futuristic depending on what the script is about.

The **makeup artist** puts special makeup on the actors so that their faces show up clearly on camera.

The **camera operator** makes a film of the actors playing their parts.

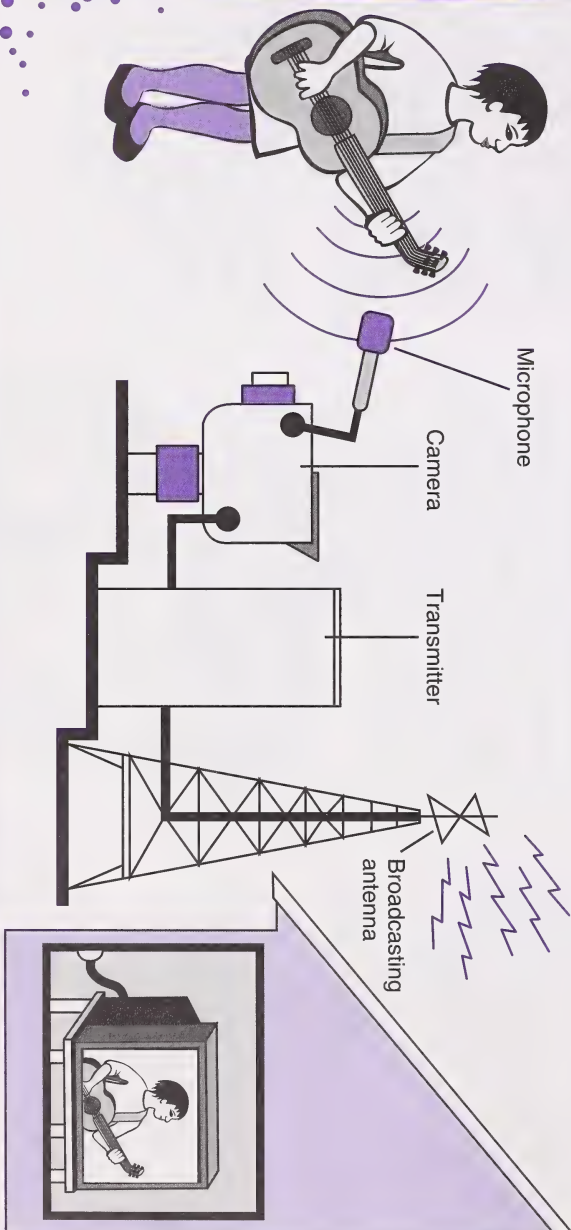
The **sound technician** records what the actors are saying, finds background music, and adds some sound effects.

The **film editor** looks at the film and joins different scenes together to make the show interesting.

When the film is ready, everyone views it. Then they make suggestions about how to improve it. Finally, when all the changes are made, the show is ready to go on the air.

HOW DOES TV WORK?

Cameras and microphones record images and sounds and change them into electric signals. A transmitter picks up the signals and sends them to an antenna where they are broadcast through the air (or through TV cables). Then, your TV set picks up the signals and changes them into pictures and sounds.



Explore Your Thoughts About TV

Everyone has different reasons for watching TV. What are yours? Think about *why you* watch TV. In a paragraph, explain what your reasons are for watching (or not watching) TV. Think about the following:

- the types of programs you watch
- why you watch these programs
- what you would like to see more or less of on TV
- what you like and don't like about TV
- what you would do instead if you didn't watch TV

Turn to your Student Book to write a paragraph about watching TV.



Explore Your TV Viewing

How much time do you spend watching TV? You're going to find out! Guess how many hours—in five days—you'll spend watching TV.

In Section 9, you will compare your guess with the actual number of hours you watched TV. Stay tuned!

Turn to your Student Book to record your guess and begin a TV-Viewing Log.



Zoom in on Television



Section 4: Project Time

- Visit a TV station.

TV in the Making

Subject: Social Studies

Purpose: to see how a TV station operates

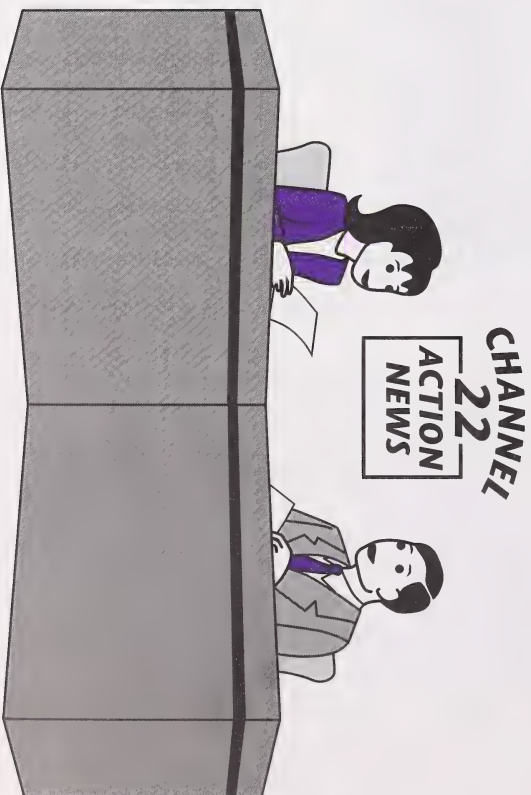
Phone your local TV station or cable-programming station. Ask if you and your home instructor can visit their offices or talk to someone who works there. Ask if you can take other family members or friends along, too.

Review the **Interviewing Tips** fact box from Section 2. It will help you prepare questions about how a TV station works.

When you're finished, turn to your Student Book to write the most important thing you learned at the TV station.

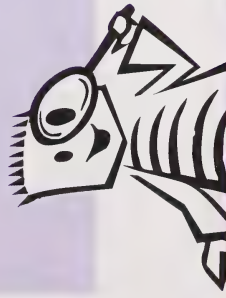


STUDENT BOOK
Section 4
Project Time



Behind the News

Section 5



Section 5: Discovery Time

Activities You Will Do

- Read about the news.
- Find the lead in a news story.
- Tape a radio news report.
- Analyse TV news.

Newspapers, radio, and TV bring you the news every day. You can find out what's happening in the world almost as soon as it happens! How does the news get into the media so quickly? Get out your reporter's notebook and find out!





Exploring Time

In this section, you'll find out how a reporter writes a news story for newspapers, radio and TV. You'll write and tape your own news report. You'll also watch a news story on TV.

Explore a News Story

Read the **What's in a News Story?** fact box. Discuss it with your home instructor. Why do *you* think the introduction to a news story is called the **lead**?

What's in a News Story?

News stories give the **facts** about something that happened. Reporters have to be careful to write the facts of the story—not their own opinions. Readers want to know the facts so they can make their own opinions.

The introduction to a news story is called a **lead**. It is usually short (one or two sentences). It answers the questions **who, what, when, why, where, and how**—the **5 Ws and H**.

The reporter always writes the most important information first. The details and more explanations follow. If you don't have time to read the whole article, just read the first paragraph—the main information will be there.

Explore Radio News

Now you can find out how news is written for the radio. Read **The 30-second Clip**. Then, turn on your radio and use the second hand on your watch to time **one** item on the news. How long is it? Did it take longer than 30 seconds for the radio announcer to read it?

The 5 Ws and H	
Who?	Mr. B's dog
What?	Scared a robber
When?	10:00 P.M. Friday May 25
Where?	At Mr. B's house
Why?	The robber was trying to break in.
How?	He barked and bit the robber.

Take out your newspaper and find a news story that interests you. Cut it out and glue it to a piece of paper. Now look for answers to the 5 Ws and H.

Turn to your Student Book to record your answers on a 5 Ws and H chart. (A sample of a completed chart is shown on this page.)



STUDENT BOOK
Section 5
Exploring
Time

The 30-second Clip

Radio news reports give the facts just like newspapers—but they are much shorter. News reports on the radio answer the 5 Ws and H without all the details found in a newspaper. Most radio news items are no more than 30 seconds long. So each news item is called a **30-second clip**.

Take out your newspaper again and choose another news story that interests you. Pick out the 5 Ws and H. Then, turn to your Student Book to write your own 30-second news clip.

Read your 30-second news clip out loud. Ask someone to time you. Can you read it in 30 seconds? Rehearse your news clip. When you are ready, begin recording. Identify yourself and give the title of the activity. When you are finished, put the tape away in a safe place. You will send it to your teacher when you have finished the module.



STUDENT BOOK
Section 5
Exploring
Time

Explore TV News

Read the **Stay Tuned for the News** fact box.

Watch a TV news broadcast of your choice. Check a TV guide or newspaper listing for TV program times.

Stay Tuned for the News

Like radio news, TV news reports have few details. In fact, if everything said on a TV newscast was printed, it wouldn't even fill one page of newspaper! Sometimes there is only enough time to explain one side of a story.

The first story in a news broadcast is called the **lead** story. It's the most important story of the day. Less important stories come later in the news. Sometimes a story goes on first because there are dramatic pictures to go with it.



When it's time, watch the news with a pencil and notebook in your hand. Look for answers to the following questions:

- What is the lead story about?
- What are the topics for the next **four** news stories?

Decide what kind of news stories they are. Look at your news story topics and decide where they belong. Are they about any of the following?

- politics
- business and money
- war and fighting
- police and crime
- disasters (for example, floods, fires, earthquakes)
- environment (for example, logging, oil spills)
- human interest (stories about people)
- other



Turn to your Student Book to record your topics and answer a few questions about the TV news program you watched.



Behind the News



Section 5: Project Time

Choices You Have

- Write a lead news story.
- or
- Make an audio or video newscast.

In this section, you'll begin to prepare materials for **either** your own newspaper **or** an audio or video presentation. By Section 9, you will have published your own newspaper or produced your own audio or video program!

If you choose to assemble a **newspaper**, select only Project Choice 1 for the next few sections. In this section, you will write a lead story. In the following sections, you will create

- a sports or entertainment feature (Section 6: Entertainment Today!)
- your own comic strip (Section 7: Comic Capers)
- display ads and classified ads (Section 8: Buy and Sell!)

If you choose to prepare an **audio or video presentation**, select only Project Choice 2. In this section, you will prepare your community news story. In the following sections, you will create

- an entertainment program (Section 6: Let Me Entertain You)
- a humorous skit (Section 7: Laugh Time!)
- a commercial (Section 8: Buy This!)

Check your local library or bookstore for the following titles:

- *How to Make Your Own Video* by Perry Schwartz
- *Extra! Extra!* by Linda Granfield
- *What Goes On at a Radio Station* by Susan Gilmore

These books might help you with your project.

Project Choice 1

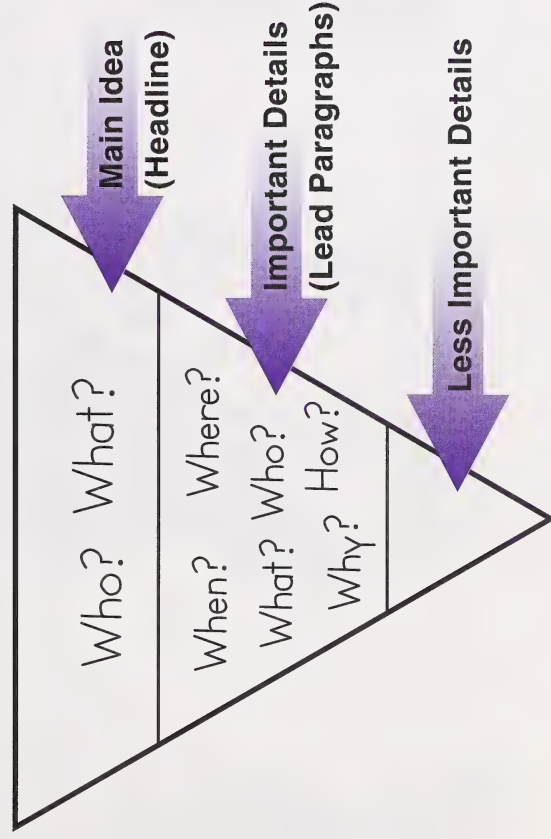
Newspaper Challenge

Subjects: Language Arts/Social Studies

Purpose: to learn about the main elements of a news story

The front page of a newspaper contains the leading news stories of the day. On TV, the **lead** story is the first story in the broadcast. In this project, you will prepare your own lead story for the front page of your own newspaper. You will have extra time to wrap up this project in Section 9.

1. Now you're ready to write your own lead story. Think about something unusual that happened in your family or in your community. Then, take out a piece of paper and draw a triangle like the one shown on this page. Record the information you will write about under the 5 Ws and the H.



2. Use your plan to write a headline and the lead paragraph of your story. Write a second and third paragraph to add more information to the story. Put the most important details first.



You can use a computer to do this newspaper task.

3. Edit your story.

4. Add your byline. Make a picture or find a photograph to accompany your story. Include a caption (cutline) under your picture.

5. Prepare a good copy.

Put your lead story away in your Student Book for now. You will need this news story when you assemble your own newspaper in Section 9. If you do not finish now, you can finish it in Section 9.



Project Choice 2

First with the News

Subjects: Language Arts/Social Studies

Purpose: to write and record a news story

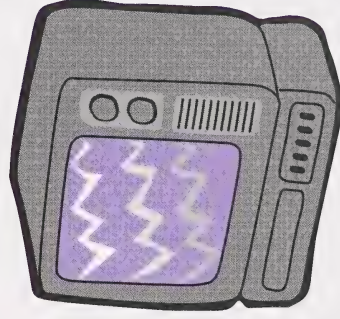
Reporters are constantly searching for news stories. They gather all the information they can. The story is keyed into a computer and given to the announcer to read over the air. Sometimes a reporter can go on the air "live" with the story. The story can be sent from a broadcast truck or filmed and transmitted by a TV camera crew.

1. Choose an event that has occurred in your community or in your family to develop into a news story. Jot down the facts as you know them.

Use the triangle idea from Project Choice 1 to be sure that you include the 5 Ws and H.

2. When you are finished recording the facts, write your story in rough draft and edit it. Check for the following:

- Are all your sentences complete?
- Have you used describing words to add "colour" to your story?

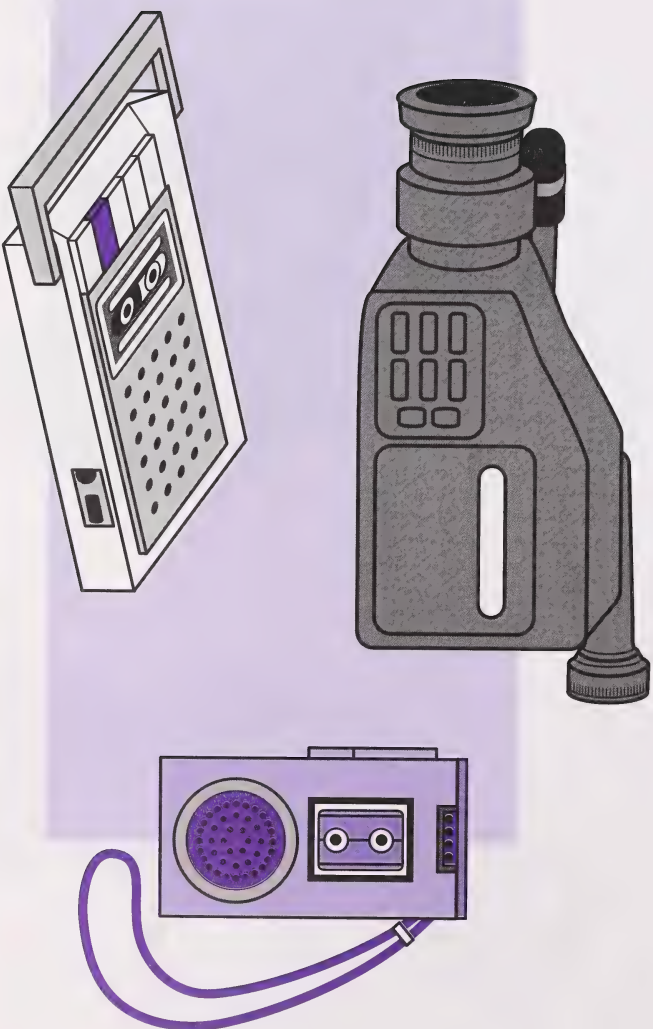


3. Ask someone to tape record (or videotape) you as you introduce your show and read your news story. Read your news story with expression and with a clear voice.

(Hint: Listen to part of a news broadcast, or watch a TV news program again to see how it's done.)

4. Play your tape back and make any necessary changes.

Put the tape away in a safe place. You will use the tape again in the next section during Project Time. If you do not finish now, you can have extra time in Section 9.



That's Entertainment!



Section 6: Discovery Time

Activities You Will Do

- Read about newspaper columns.
- Write a newspaper column.
- Draw a picture from a radio program.
- Write about a TV program.

Watching the media isn't all serious stuff. Newspapers, radio, and TV do more than just cover the news. They can also provide amusement, education, and advice. So relax. In this section, you'll explore the lighter side of media—entertainment!





Exploring Time

Newspapers, radio, and television have their own special ways of entertaining you. In this section, you can find out more about the fun side of each of them.

Read through each of the following media activities. Then, choose **two** of the activities to complete.

Explore Newspaper Columns

Newspapers do more than report the news. They also hire people to tell you about many other things. Read the fact box **In My Opinion** to find out about newspaper columnists.

Now you can be a newspaper columnist. What is your special area of interest? Maybe you know a lot about pet care, or gardening, or travelling to interesting places.

Imagine that the editor has asked you to write a column with information or advice for people. Write down some ideas about your specialty. Maybe you would like to answer a question from a reader. Go ahead and give your own advice. After all, columnists are paid to write their opinions!

In My Opinion

Newspapers include special sections called **columns**. Columns give information about such things as sports, fashion, health, pets, personal advice, movies, and books.

The people who write these columns are called **columnists**. You can find their names in the byline. Columnists know a lot about their subjects. They write about things that interest them. Unlike news reporters, columnists don't have to write only the facts (5 Ws and H). They can write their own opinions, too.

When you're ready, turn to your Student Book to write a draft copy of your newspaper column. If you are using a computer, insert a printed copy of your column in your Student Book.



STUDENT BOOK
Section 6
Exploring
Time

Explore Radio "Pictures"

When you listen to a program on the radio, you can almost imagine you're someplace else. Maybe you've heard an exciting play-by-play of a game and felt like you were there. Maybe you've heard some music or a commercial and thought about different places you could be.

Read the **Hear! Hear!** fact box.

ADVICE



Hear! Hear!

Radio is a good medium for your sense of hearing. That's why so many radio stations play music. It's also why advertisers make up catchy songs called **jingles** for their commercials. Once you hear a good song, you start singing it yourself!

Sports news is more interesting when you can hear about each play as it happens. You can also hear the crowds cheering.

Some radio stations put on **radio plays**. Actors say the different parts, and technicians add the sound effects. Radio plays are sometimes called the "theatre of the mind." Even though you hear a play with your ears, you can "see" it in your mind, too.

Take out a piece of paper to draw a picture of something you “see” while you are listening to the radio. Ask your home instructor to tape record about 10 minutes from your favourite radio station. Then, listen to the taped selection a few times to get some ideas for your drawing. Picture these kinds of things:

- the characters in a jingle, song, or advertisement
- a scene from your favourite song or jingle
- a scene from a baseball playoff or overtime at a hockey game

Use your paints, crayons, or felt markers to put your ideas on paper. Beneath it—or on the back—write a sentence or two to explain what your picture is about. Label your radio picture and insert it in your Student Book. You will send it to your teacher when you have completed the module.



Did You Know?

The **soap opera** got its name from commercials. In the old days, only soap companies advertised on these programs.

Explore TV Programs

For newspapers, you need your eyes. For radio, you need your ears. For television, you need both! Because you can see and hear TV, there are more things to entertain you.

Read the fact box **Now You See It** for a description of the variety of programs on TV.

Now You See It

TV has lots of viewing choices! There are many different kinds of programs. They can be grouped under the following headings:

- **soap operas (soaps)**
These are the stories about people that continue every day.
- **situation comedy (sitcoms)**
These programs show people in funny situations.
- **cartoons**
These are funny stories made with drawings that move.
- **dramas**
These stories are exciting or serious and are usually about people and their problems.
- **educational programs**
These broadcasts give information about many different things (for example, science and nature, history, geography, cooking, gardening, art, music).
- **variety shows**
These programs entertain you with dancing, singing, jokes, and music.



Think of TV programs that belong to each of the headings in the fact box **Now You See It**. Talk to your home instructor or have a family brainstorming session about other TV programs that fit the headings. List the names of each TV program on a piece of paper. Think of at least **one** program for each of the six headings.

Choose **one** of the programs on your list. If you could talk to the producer of that program, what would you tell her or him?

Write a letter to a producer to describe your feelings about a TV program you watch. Use the **Letter-Writing Tips** fact box as a guide.



STUDENT BOOK
Section 6
Exploring
Time

Turn to your Student Book to write a copy of your letter. If you used a computer to write your letter, insert a printed copy of your letter in the Student Book.

Letter-Writing Tips

Remember to include the following five parts of a letter:

- your complete address
- the date
- the opening greeting (Dear ...)
- the body (main part)
- the closing with your signature (Sincerely, ...)



That's Entertainment!



Section 6: Project Time

Choices You Have

- Write an article for a sports or entertainment page.
- or
- Look at the lighter side of broadcasting.

During Project Time in this section, you will prepare more features for your newspaper or for your radio presentation or video presentation in Section 9.

Remember, if you are doing a newspaper, select Project Choice 1. Select Project Choice 2 if you are preparing for a radio or video program.

Project Choice 1

Entertainment Today!

Subjects: Language Arts/Social Studies

Purpose: to discover differences between feature and news writing; to write a feature article

In the last section, you wrote a lead story for your newspaper. In this section, you will find that there are many other feature stories in a newspaper—such as the ones in the sports and entertainment sections.



1. Select one of the following entertainment topics to write your next newspaper article or review about:
 - a movie or video
 - a current event
 - an important or interesting person
 - a sports event or a sports personality
 - another entertainment topic of your choice
2. Before you begin writing, look through the sports and entertainment sections of your local newspaper. Notice that when news editors are writing an entertainment feature—such as a movie review—they give their personal opinions.
3. Jot down what your feature is about. Add some interesting details and words to describe your subject.
4. Write an opening sentence that grabs the reader's attention. Then, write some sentences to develop your story. Finish with a good closing sentence.
5. Edit and proofread your work. Then, write a final copy.
6. Write a headline for your story or review. Put your name and your picture at the top beneath the headline.

Put your feature article away in your Student Book. You will need the article when you assemble your own newspaper in Section 9.

Let Me Entertain You!

Subjects: Language Arts/Fine Arts

Purpose: to look at another aspect of broadcasting

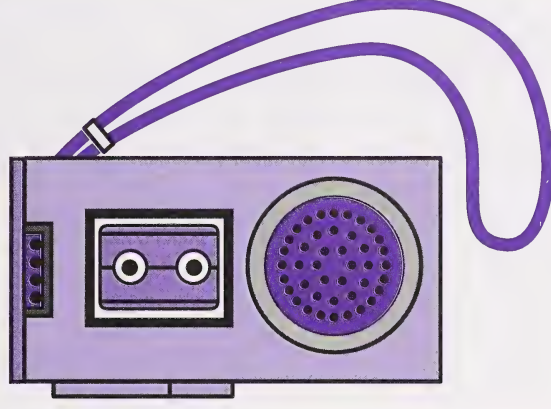
In the last section, you wrote and recorded a news story for your audio or video program. Radio and television not only give information—they also provide entertainment. Your task now is to produce a *short* four- or five-minute entertainment show for radio or TV.

1. Select one of the following for your audiotape:

- Do a talk show.
- Conduct an interview.
- Become a disc jockey (for example, introduce and play music, tell jokes, chat to your audience).
- Do a sports broadcast.
- You may also choose to do something else.

2. Listen to local stations for more ideas, or look back to Section 3, "Exploring Time."

When your entertainment program is finished, put your tape away in a safe place. You will need it again in the next section. If you do not finish it now, you can have extra time in Section 9.



Video Entertainment

1. Select one of the following for your videotape:

- Conduct an interview with a sports personality or famous person.
- Take your camera to a game and film the action as you announce what is happening.

- You may also choose to do something else.

2. Ask members of your family to become part of your program.

3. Plan your program in advance. Make notes of questions you want to ask or what you want to say. The better you plan, the better your show will be.

4. Include important information like the station name, your name, and names of anyone else involved in your show.

When your entertainment program is finished, put your tape away in a safe place. You will need it again in the next section. If you do not finish now, you can have extra time in Section 9.



Section 7

Don't Be Fooled!



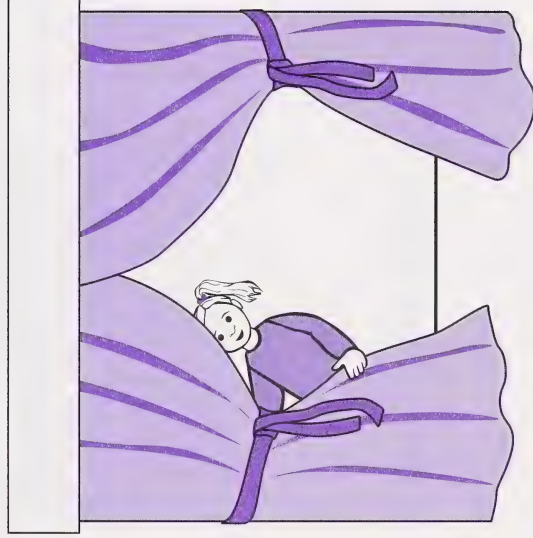
Section 7: Discovery Time

Activities You Will Do

- Read and write about comics.
- Experiment with sound effects.
- Uncover special effects on TV.

Newspapers, radio, and TV give news and information about the real world. Also, they show a make-believe world. That's part of entertainment.

Sometimes it's hard to tell the difference between what's real and what's make-believe. Radio and television use special effects to make things *seem* real. In this section, you'll take a peek behind the scenes to find out what's real and what's not.





Exploring Time

Newspapers, television, and radio can make make-believe things seem real. Sometimes they can make real things seem make-believe. In this section, you'll find out about special techniques the media use to make you *think* something is real—when it's only make-believe!

Read the following three explore sections and fact boxes. Then, choose two of the activities to complete.

Explore a Comic Strip

It's easy to see that cartoons are make-believe—the characters don't even look like real people! Whether cartoons are humans or animals, they often make people laugh because they're telling them something about themselves.

Read the fact box **Comics Are Funny . . . and Serious.**

Choose a favourite comic strip from your newspaper. Cut it out. Then, turn to your Student Book to paste in your comic strip and to describe its real-life situation or problem.



Comics Are Funny . . . and Serious

Comics are drawings. They don't look real, so it's easy to see that they aren't real. Comic strip people can be good, silly, wise, generous, or mean—just like real people. Comic characters often have problems that real people have (for example, problems with their jobs, family, or others). In fact, some of them may remind you of people that you know!

Each comic strip tells a story. The characters always find a solution to their problems. Usually their problems or solutions make people laugh. Comics show people that they don't always have to be serious—even if they have problems.

Explore Sound Effects

In the last section, you explored how the sounds from a radio can make pictures come into your mind.

Read the fact box **Sounds Behind the Scenes** to find out how sound effects create “pictures” for radio plays.

Sounds Behind the Scenes

Radio doesn't have pictures, so you have to depend on your imagination when you listen. **Sound effects** make a story come to life. For example, the sound of a squeaking door might tell you a burglar has just stepped into the house!

A **sound technician** is in charge of the sound effects. The actors read the script. When the script asks for a sound effect (for example, geese honking,

a door slamming, glass breaking), the technician plays a tape of that sound.

All the sounds and words are recorded together on one tape. When it is time to hear the play on the radio, another technician at the radio station plays the tape recording. Radio plays are prepared in advance. It just sounds as if the story is happening right then and there!

Try This!

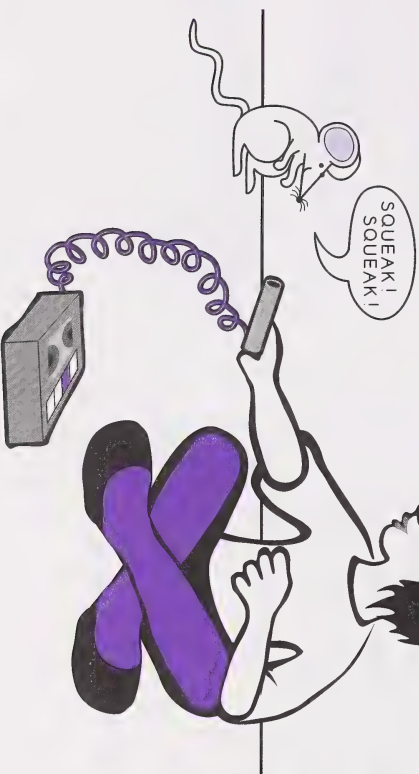
The letters **SFX** are a special code used in a radio script. They show when the sound effects need to be used. Say the letters **FX** out loud. What word do you hear?

There are many things in your home that can be used to make sound effects. Here are some ideas:

- pots and pans can be used for a car crash
- beans in a shaker create the sound of hail
- coconut halves banged together sound like horses' hooves

What sound effects can you make with things around your home? Collect some supplies to make four or five different sound effects. Practise each one until you are pleased with the sound it makes.

Choose your best sound effect to record. Start the tape with your name, the section number, and the activity name. After you record your sound effect, name it and explain what materials you used to create it. Put your tape away in a safe place. You will send it to your teacher when you have finished the module.



Explore Special Effects

Some stories on TV are make-believe. Others are about real events. Whether it's a true story or just made-up, actors



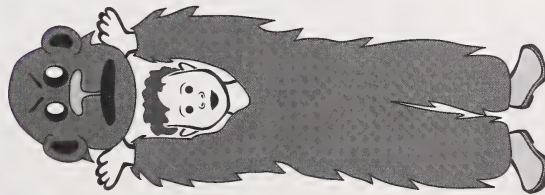
play the parts of real people. Things don't really happen to them—they just pretend.

TV uses many special techniques to make the stories seem real. It's hard sometimes to tell that the actors are just acting. Read the fact box **Stunts and Special Effects** to find out how they do it.

Think about a TV program that you find entertaining. Turn to your Student Book to write a paragraph about what you know about special effects.



STUNTS AND SPECIAL EFFECTS



Actors wear costumes and makeup to make them look like the characters they pretend to be. The actors work on a **set** that looks like a real place. A beautiful garden might be created with a few plastic plants in front of a painting of beautiful flower beds! Pictures can really fool the eye.

Actors don't always do the things they seem to be doing. Dangerous **stunts** (for example, fights, car chases, and crashes) are done by special people called stunt actors. They do difficult action shots so that the actors don't get hurt. Sound effects make the action shots seem very real. They also use special **props**—such as cardboard chairs—when they break something. That way no one gets hurt from flying pieces.

A camera can be used to make people look as small as an insect or as big as a giant. Spaceships on TV are really small models of what life-size ones would look like.

TV can make people disappear. The camera operator films the actor standing still, then walking away. Afterwards, the film editor cuts off the part where the actor walks away. When you watch the scene on TV, you'll see that one minute the actor is standing still and the next minute there's no one there!

There are many other ways to make special effects. Some special effects are trade secrets!



Don't Be Fooled!



Section 7: Project Time

Choices You Have

- Draw a comic strip.
- or
- Make a humorous tape.

In this section, you'll prepare something funny for your newspaper or for your audio presentation or video presentation in Section 9.

Remember, if you are working on a newspaper, select Project Choice 1. Select Project Choice 2 if you are preparing for an audio or video program.

Project Choice 1

Comic Capers

Subjects: Language Arts/Arts and Crafts

Purpose: to write and illustrate a comic strip

Cartoons and comics entertain readers, too. Many people think they're the best part of the newspaper. In this project, use your own funny ideas to make a comic strip for your newspaper in Section 9.



1. To help you get some ideas for your comic strip, look at the ones in your local paper.

2. Choose a character for your comic strip. Your character can be an ordinary person, a talking animal, or a super hero—it's your choice. Ask yourself the following:

- What is the character's name?
- What does he or she do?
- Does your character have any special skills or powers?
- Does your character have enemies, friends, or family?
- Where does the story take place?

3. Draw your own comic strip. Keep your drawing simple. Use only a few words in the bubbles. Remember to save the punch line for the last panel.

4. Give your comic strip a title.

You could also draw a large panel cartoon that tells how you feel about something in your community. Use speaker's balloons for the words. Look at samples of this type of cartoon on the editorial pages of your local newspaper.

Put your comic strip away in your Student Book. You will use it when you assemble your own newspaper in Section 9. If you do not finish now, you can have extra time in Section 9.



Project Choice 2

Laugh Time!

Subjects: Language Arts/Drama

Purpose: to tape a humorous segment

Making people laugh is difficult—but very rewarding! Many radio and TV programs use humour to entertain their program audience and make them smile.

Your project in this section is to do a short, funny videotape or audiotape recording for your radio or TV program. You will arrange this recording with your other taped programs in Section 9.

If you are working on an audiotape, consider doing the following:

- a short radio play
- a stand-up comic routine
- a reading of a short, funny story



If you are working on a videotape, consider doing the following:

- any of the audiotape suggestions with scenery and costumes
- a children's variety show (for example, songs, magic tricks, jokes)
- a pet variety show



To produce a successful show, remember to

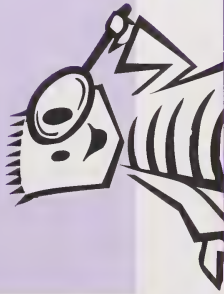
- make a plan
- have a beginning, middle, and end
- keep the program short
- introduce your program
- name other people involved

When your show is finished, put your tape away in a safe place. You will need it again in the next section. If you do not finish now, you can have extra time in Section 9.



STUDENT BOOK
Section 7
Project
Choice 2

Advertise It!

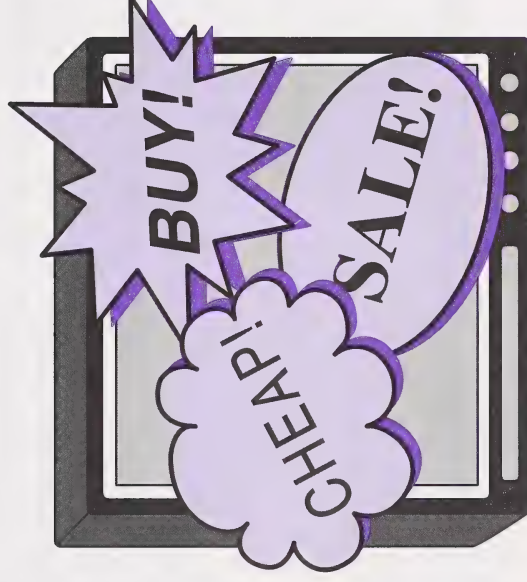


Section 8: Discovery Time

Activities You Will Do

- Use ads to become a smart shopper.
- Listen to radio commercials.
- Time TV commercials.
- Watch a video about advertising.

Advertising is an important part of the media. It helps pay for newspapers, radio, and TV programs. It also helps businesses tell people about the things they want to sell. Advertisers spend billions of dollars each year on advertising. Ads inform and persuade people to buy things.





Exploring Time

Can ads really persuade you to buy things? Take a closer look at newspaper ads and listen to a radio spot to find out. You'll find out how much of your TV-viewing time is made up of commercials.

Explore Newspaper Ads

Take out your newspaper and look at some ads. What do you notice about them? Read the **Read This!** fact box.

Look carefully at your newspaper again to find an example of a **display ad**.

Then, find an example of a **classified ad**. (Hint: Check the classified section. The classified section is where you would look for things lost or found, for jobs, or for things people want to sell.)

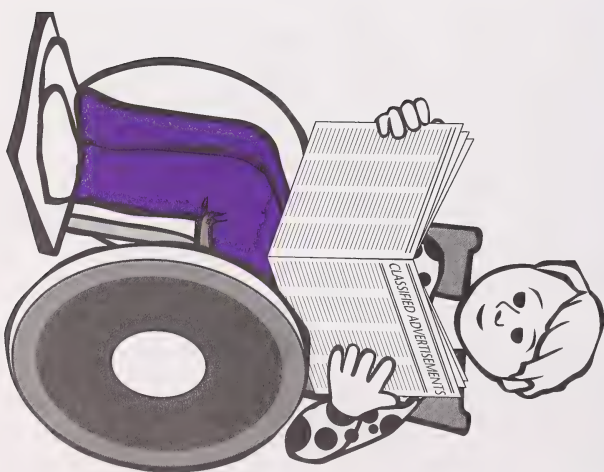
If you shop, reading ads in the newspaper can save you time and money—and you don't even have to leave your home! Take a "walk" through your newspaper.

Use the display and classified ads to plan a trip or party. Decide what you would like to plan. Then, look at the ads in your newspaper and at advertising flyers. Cut out pictures of things you will need to buy. Glue them to a piece of paper.

If possible, find more than one brand of each item. Compare the prices and decide which brand would be the best buy.

Add up all your purchases. How much will they cost? How much change would you have left over from \$100?

Turn to your Student Book to describe what you learned about shopping with newspaper ads.



READ THIS!

Advertisements and commercials inform people about products or services.

big letters and colourful pictures to catch your attention and make the ad easy to remember. Most display ads are placed by big companies who have

A **display ad** is designed to attract attention. It often has

something to sell. They are very expensive. A **classified ad** is a small ad in a special section of the newspaper. It is usually only one or two phrases long. Most classified ads are placed by people who want to do personal things, such as find a lost pet, sell a bike, or look for a job. These ads are not as expensive because the customer pays for each word in the ad rather than for a large space on the page.

AWARE...



WOW Clothing

123 Main Street

a new line
of clothing for
today's active
teen
Come and see
the latest
fashions!

5000
**PETS and
SUPPLIES**

GOLDEN Retriever
puppies, registered
champion hunting dogs
\$500 each. 555-9999

BABY COCKATIELS
3 months old, loving
adorable pets.
\$50 each. 555-6543

Explore a Radio Spot

Like newspaper ads, radio commercials are designed to grab your attention. Can you think of a radio commercial that you've heard recently? What do you remember most about it (for example, the music, the words, the announcer's voice)?

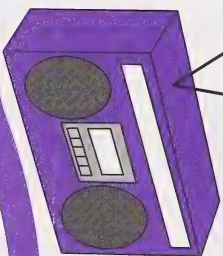
Read **Radio Spots** to find out more about radio commercials.

Tune in to a local radio station. Spend a few minutes listening to commercials. Do you think the commercials persuade people to buy something?

RADIO SPOTS

Radio ads are usually called **commercials** (short for commercial messages) or **spots** (because they are very short). People who want to advertise on radio pick a station that's best for their customers. For example, a store selling tractors will pick a station that farmers listen to.

Radio stations hire people to write the ads. Sometimes they hire someone to write the music and make up songs. A short song for a radio spot is called a **jingle**. If you find yourself humming a jingle, that means it's successful!



If you feel like
snacking, get cracking!
Buy Bravo Bars!

Explore TV Advertising

How much time is spent on TV advertising? Is it more or less than on radio or in newspapers? Begin by finding out the number of minutes spent on TV commercials in one program.

Find a watch with a second hand. Choose a 30-minute TV program. Watch it from beginning to end. Use your watch to time each commercial.

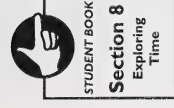
Turn to your Student Book to answer some questions about the commercials you watched.

Explore the Power of Advertising

Advertising can influence your decisions about what to buy with powerful words and pictures.

Take a walk through your home. Select some things around your home that your family has bought recently. Ask your home instructor or a family member the following questions:

- Why did you buy this product?
- What made you choose that particular brand or make?



Turn to your Student Book to describe products that you have bought because of TV advertising.

A Word from Our Sponsor

A **sponsor** is a person or company that buys advertising time on a particular TV program. Advertising helps TV stations pay for their programs.

TV advertising is very expensive. It costs many thousands of dollars for every second of commercial time. TV reaches so many people, though, that sponsors think it is money well spent.

Sometimes commercials show famous people using a product. Other times they use special effects to make things look better than they really are.



Advertise It!



Section 8: Project Time

Choices You Have

- Make ads for your paper.
- or
- Make a short commercial.

Remember, if you are doing a newspaper, select Project Choice 1. Select Project Choice 2 if you are preparing for an audio or video program.

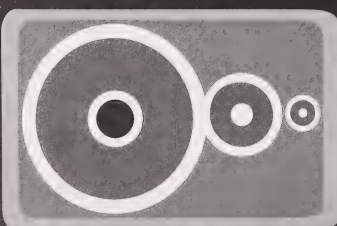
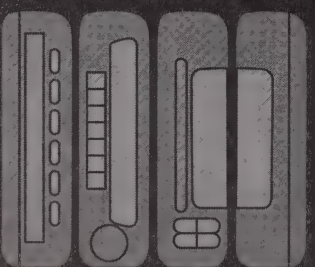
Project Choice 1

Buy and Sell!

Subjects: Language Arts/Arts and Crafts

Purpose: to design an effective ad

Advertising is paid for by businesses, government, or private individuals. Ads provide important information about goods and services in your area.



Save \$50

CD player with Remote Control **229⁹⁹** each

Compact CD system with AM/FM stereo radio and dual cassette player. Limited time offer. Reg. \$279.99

As you found out already, there are two kinds of ads: display ads and classified ads.

1. Look through newspapers to find some attractive display ads. Be an ad designer! Make up your own display ad for a store or product you know.

Use the following questions as a guide:

- What will your ad look like?
- What will it say to grab your readers' attention?

2. Make a sketch. Then, think up a catchy slogan that will make people read your ad.

3. Find the classified ads section in your newspaper. See how few words are used in this type of ad.

4. Write a classified ad to sell something or to find something you have lost.

When you have completed your two ads, put them away in your Student Book. You will need them when you assemble your newspaper in Section 9.



Project Choice 2

Buy This!

Subjects: Language Arts/Fine Arts

Purpose: to make a commercial

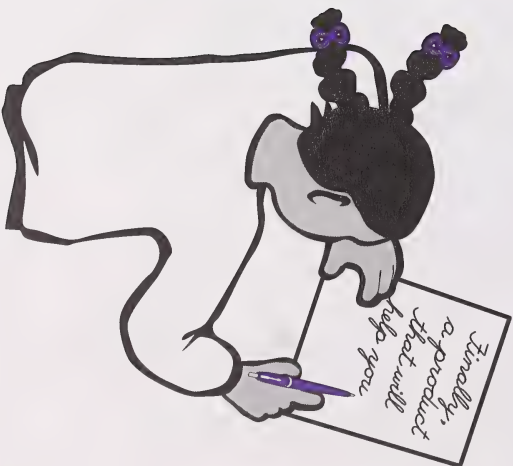
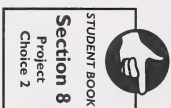
Both radio and television programs are expensive to produce. Advertising time is sold to raise money to make the shows. Advertisers design commercials to grab the audience's attention and to sell a product.

1. Write a radio or TV commercial for a special product. Remember, the longer the commercial is, the more it will cost.

2. Add some music or sing your own jingle. Ask other family members to help.

3. When you have your commercial ready, record it on audiotape or videotape.

When you are finished, put your tape away in a safe place. You will need it again in the next section.



Tune in Tomorrow



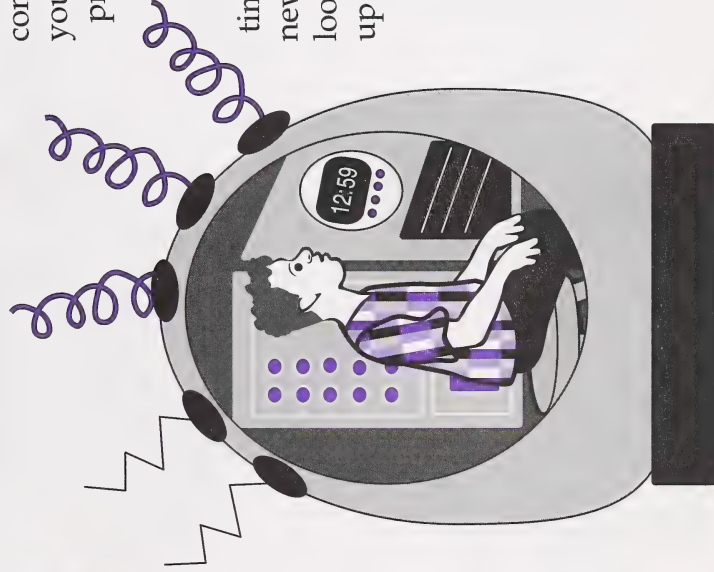
Section 9: Discovery Time

Activities You Will Do

- Examine your TV-viewing habits.
- Read and write about the future of media.
- Complete your media presentation.

In this section, you will finish up and look ahead. You'll take a second look at your TV-viewing habits begun in Section 4. You'll have some extra time to complete your newspaper or your audio or video presentation. Take extra time if you need it.

You'll also step into your time machine to see what newspapers, radio, and TV will look like when you're grown up!





Exploring Time

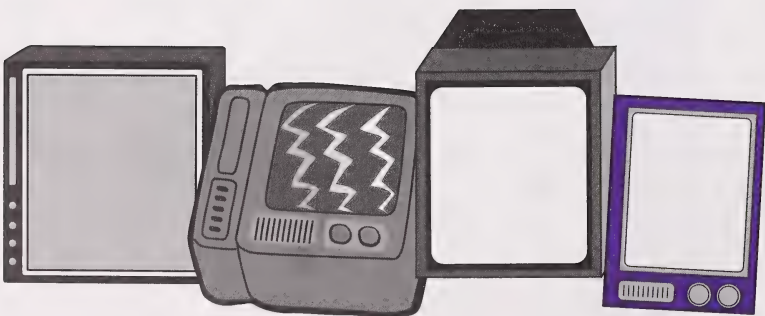
Before you travel into the future, review your TV-viewing habits and take some time to complete any unfinished work for your newspaper or your audio or video presentation.

Explore Your TV-Viewing Habits

Turn to your Student Book to review the results of the TV-Viewing Log that you began in Section 4. Add up your total viewing time for each day and all the daily totals. How many hours did you spend watching TV in five days? Was your guess low, high, or just about right? Calculate how much TV you would watch in one month.

Think about the time you spend watching TV. Then, imagine that your TV is broken. How would you spend your time without TV?

Turn to your Student Book to tell what you would do if there was no TV.



Explore Future Media

In the last eight sections, you discovered what the media is like right now. What about media in the future? What will newspapers, radio, and TV look like when you're grown up? Will they still exist? How much will people use computers and the Internet? Step into your time machine to take a look at the media in 100 years!

You have just landed your time machine and stepped out. Read the fact box **Where Are We Headed?** to find out about what is being developed for the

future. Then, imagine what things will be like even farther into the future—when you're grown up!

Suppose in your time travel you meet someone from 100 years in the future. She is puzzled when she sees the TV, radio, and computer in the time machine. Your radio and computer look very different from the communication machines in her time. She is amazed that you can only *watch* your TV. She tells you how different these machines are in her world.

Turn to your Student Book to describe and illustrate how **one** of the communication machines might look and work in 100 years.



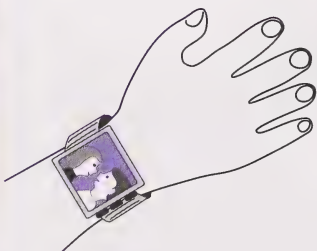
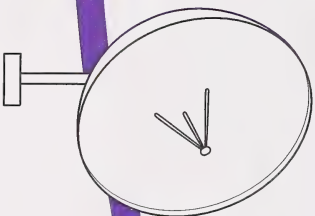
STUDENT BOOK
Section 9
Exploring
Time



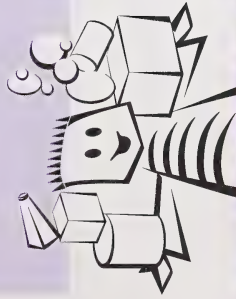
WHERE ARE WE HEADED?

You probably know about several machines that didn't exist when your grandparents were children. The TV, the VCR, the CD player, and the computer are a few examples. What new kinds of machines will soon help you communicate? Here are some examples:

- More satellites will circle Earth and beam hundreds more TV channels into every home.
- Cellular phones will be smaller and better. You'll be able to see the person that you're talking to on a video phone.
- Interactive TV will allow you to talk to a TV program and change it the way you like.
- Virtual reality or 3-D TV headsets will let you experience TV with all your senses.
- The Internet will continue to be an important way to interact with people all around the world and to find and advertise all kinds of information.
- Fibre-optic cable (threads of very clear glass) will transmit information more quickly than wires today. Fibre-optic cable provides pathways for pulses of light to flash through, carrying information and messages over much greater distances.



Tune in Tomorrow



Wrap-up Time

Final Activities You Will Do

- Finish your media project.
- Test yourself about media.
- Discuss what you have learned.
- Gather your work.

In the past few sections during Project Time, you have been preparing materials for either a newspaper or an audio or video program. Take time now to finish your media project.

Media Project

Newspaper

1. If you are putting together your own newspaper, take out the stories, articles, and ads that you've already started. Finish any that you didn't have time to complete. You should have the following articles:

- your lead story (Section 5)
- your sports or entertainment feature (Section 6)
- your comic strip (Section 7)
- your display and classified ads (Section 8)

2. Think of a name for your newspaper and carefully print it in large letters at the top of the front page.

3. In smaller letters, put the date at the top and to one side. Check with your local paper if you aren't sure how your front page should look.

4. Now you're ready to lay out your articles:

- Place your lead story on the front page.
- Place your other articles, ads, and comic strip.
- Glue them down.
- Put your name on the back of your paper.

When you are pleased with your work, put the newspaper in your Student Book to send to your teacher.

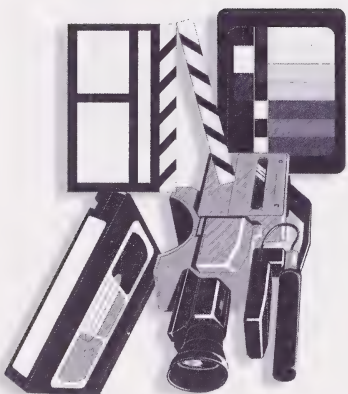
Audio or Video Program

1. If you are working on an audio or video presentation, finish anything that you didn't have time to do before. You should have the following parts in your program:
 - your community news story (Section 5)
 - your entertainment program (Section 6)
 - your humorous skits (Section 7)
 - your commercial (Section 8)

2. Now you're ready to prepare your program.

- Review your tape.
- Include call letters and an introduction.
- Organize the stories, skits, and commercial in the way that you want your audience to hear and/or see them.

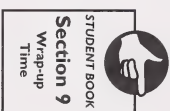
When you are pleased with your work, get your tape ready to send to your teacher. Be sure it is labelled correctly with your name and the module on it.

**Media Test**

Discuss the following questions with your home instructor.

1. What did you learn about newspapers, radio, and TV?
2. What did you like best?
3. What would you like to learn more about?

Fill in your answers to these questions on the chart in your Student Book.



Discuss What You Have Learned

Discuss what you worked on and what you learned in this module with your home instructor. Use the following questions as a guide. Write your answers on a piece of paper, which you'll send to your teacher.

If you have a computer, prepare your final copy on it. Then, insert a printed copy with your Student Book.



If you have a tape recorder, you could also record your discussion. Be sure to label the tape *Section 9: Wrap-up Time*.

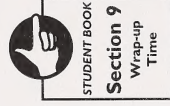
1. What were the projects and activities you enjoyed most? What did you enjoy about them?

2. Which medium did you find the most interesting: radio, newspapers, or TV? Why?

3. Describe any problems you had making your media presentation. What parts of this project did you find the most enjoyable?

4. What was the best part of the module? What would you change?

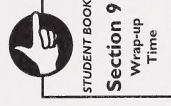
5. Do you have any questions or comments for your teacher?



Gather Your Work

When you have completed all of your wrap-up activities, turn to the Student Book to gather your work.

Give yourself a pat on the back for all your hard work! You have been busy as a reporter, editor, columnist, announcer, and producer! It's time now to relax. As they say when they finish making a TV movie—"It's a wrap"! Congratulations!



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